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ABSTRACT

This annual report summarizes the work and progress of programs which promote effective education in 11 Southern states. Working cooperatively with other groups, this advocacy organization has developed a model for putting effective schools research into practice. The Effective Schools Model has been accepted for use by the New Orleans Public Schools. The model includes methods for improving instruction, increasing parent involvement, developing staff competence, and evaluating and documenting the program. Other ongoing projects are: (1) a special summer program which has improved children's reading skills and teachers' classroom skills; and (2) a project which brings innovative uses of microcomputers to minority children. The shared educational philosophy of these programs is that poverty and discrimination are not insurmountable barriers; poor and minority children can and will be well educated. Information is provided about the supporters, directors and staff of the organization. (VM)

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Southern Coalition for Educational Equity

Annual Report 1986

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SCEE: Making Schools Work— For All Children

The Southern Coalition for Educational Equity is a nonprofit organization, incorporated in the State of Georgia, operating in eleven Southern states. The professional staff works with parents and students, teachers and administrators, and other involved citizens in their efforts to make public schools effective, humane institutions that increase options for all children. Founded by Winifred Green in 1978, the Coalition began its early work through its bi-racial board of directors.

The Coalition is a unique organization in the South with its emphasis on eliminating both racism and sexism from public schools, and in making them into truly effective learning institutions. The staff and board have a determined optimism that springs from an enduring conscience about the problems of discrimination and exclusion — rather than with any unrealistic view of the present state of public education in the South and in the nation.

As the only Southern advocacy organization working solely on the issue of education, the Coalition continues to work cooperatively with other groups in eleven states in the belief that, by working together with zeal and expertise, we can make this a decade — not of hopelessness — but of real promise for the youth of this nation.

The Southern Coalition's main office is in Jackson, Mississippi, with project offices in Atlanta, Georgia; Mobile, Alabama; New Orleans, Louisiana; and Pantego, North Carolina.

Southern Coalition for Educational Equity

Annual Report 1986

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All photos by Mike Wann with the exception of pages 4, 5 and 7A.

Lasting Change Through Advocacy

The Southern Coalition for Educational Equity has completed another exciting and successful year of work in the South.

Our Projects continue to take root and grow. In New Orleans we have demonstrated an approach to creating effective schools that work for poor and minority children. Starting with a single middle school in 1982, our Effective Schools Model has now been adopted by the New Orleans Public Schools and expanded into four middle schools.

At the same time, the Southern Coalition has extended the Effective Schools Model to the elementary level. Operating in four elementary schools in New Orleans, the Effective Schools Model has now reached a total of eight schools and will continue to grow.

For the fourth summer in a row, we will run an expanded Special Summer Program which has proven effective in increasing children's reading comprehension as well as improving teachers' skills in the classroom. The Program's success has created tremendous demand in New Orleans and has been adopted by a district in Colorado.

Project MiCRO is constantly breaking new ground in bringing innovative uses of computers to minority children in three Southern sites. Students are using computers as tools in all their academic work and learning how to think critically and analytically.

It is not an accident that these projects have met with success and acceptance. Over the years the Southern Coalition has developed and refined a set of principles that we believe will ensure successful and lasting change.

Because we believe in inclusion, we start every project by building a strong constituency including school and district staff, teacher organizations, parents, businesses, and community leaders. The support of these groups ensures that our projects will live beyond the Southern Coalition's direct involvement.

We focus on instructional improvement and whole schools, not certain groups of students or teachers. The culture and leadership of a school place limits on instructional improvement. So we work simultaneously with teachers on instruction, with principals on leadership, and with all school staff on school climate and planning for the future.

Parents are also vital to the success and continuation of our projects. Each project creates opportunities for parents to be involved in important and substantive ways in their children's educational development.

We work intensively with teachers incorporating the best principles of effective staff development: ongoing assistance in the classroom using modeling, observation, feedback, and coaching.

Finally, we carefully evaluate and document all of our activities so that others can learn from our mistakes as well as from our successes. Our projects are designed to set a process in motion that will continue long past our presence.

Our projects share an educational philosophy: poor and minority students must learn to think well, make wise decisions, and develop good habits through self-control. They must succeed in life as well as in school.

We have proven that these principles work whether the immediate goal is increased reading comprehension, career training, or learning to learn with microcomputers.

We cannot make poverty and discrimination disappear. But we can and will continue to demonstrate that these are not insurmountable barriers. Poor and minority children not only can learn, they will learn. Through our continued efforts to create and institutionalize models of effective education, the Southern Coalition will make this claim a reality.

Winifred Green
President
Southern Coalition for Educational Equity

Minority Access To Microcomputers

Project MiCRO

Project MiCRO is leading the way in demonstrating that poor and minority children, male and female, can and do learn effectively with computers. Moreover, their learning is not restricted to traditional basic skills. Students are learning critical thinking skills and they are learning the ways in which computers will affect the rest of their lives.

Although computers are rapidly spreading throughout society, few can be found in the schools and homes of poor and minority children. Even when these children have opportunities to use computers, the uses are restricted to drill and practice. Computers as tools for learning in all subjects and as aids for developing critical thinking skills remain the domain of the gifted and the wealthy.

Minority students, especially those who live in poverty, are already isolated from society's mainstream. Without access to computers, this isolation is increased and its effects will be even more devastating in the future than in the past.

The Southern Coalition for Educational Equity (SCEE) created Project MiCRO (Minority Computer Resources Opportunity) to rectify this critical inequity in opportunities.

Reducing the Double Inequity

Project MiCRO demonstrates an effective way to close the growing technology gap between the haves and have nots.

Word processing, spreadsheets, and data bases are powerful learning tools for every school subject and every child. Combined with simulation and programming software, computers are also effective tools for developing analytical thinking skills.

Project MiCRO introduces these uses of computers to minority students, their teachers and parents. The Project has two primary educational goals. The first is to teach computer literacy through uses of computers as tools in all subjects. The second is to teach analytical thinking skills through appropriate software and instruction. Beyond cognitive growth, these uses of computers also give students a sense of power which translates into

increased feelings of self-confidence and self-esteem.

Throughout the process of reaching these goals, Project MiCRO emphasizes equal access for both sexes and for students of all ability levels. The Project's approach rests on intensive training of teachers and the active involvement of parents in their children's education.

To adequately test this approach, the Southern Coalition chose three middle schools with large minority enrollments representing different areas of the South: Walden Middle School in downtown Atlanta, Pantego Junior High in rural eastern North Carolina, and Dunbar Middle School in downtown Mobile.

Now in its second year of implementation, Project MiCRO is proving to be an exciting and effective approach for introducing computers as learning tools to staff and students.

Schoolwide Staff Training

Project MiCRO rests on a unique approach for introducing computer use in schools. Instead of selecting one or two teachers to train as each school's "computer expert", SCEE trains the entire school staff including the principal.

This approach has several significant benefits. It ensures that computer use is not dependent upon one or two key individuals whose departure could disrupt the computer program.

Training all staff greatly increases the likelihood that computers will become an integral part of instruction in all subjects. Moreover, when all teachers incorporate computers into their instruction, computer time for students is increased.

With all teachers involved in learning to use computers effectively, teachers can turn to each other for support and assistance as well as to exchange ideas and share materials.

In each site, Project MiCRO provided three days of training for all school staff before the school year began. This training familiarized staff with computer operations, tool use (word processing, spreadsheets, and data base management), and software selection.

Effective staff development requires far more than one or two workshops. For teachers to incorporate new technology into daily teaching, they need assistance in the classroom. A major component of Project MiCRO is site-based training. In each school a Site Trainer provides from three to six days of training every month throughout the school year. The Site Trainer knows the teachers and the school and is able to adapt training to the needs of each teacher and respond to specific requests for assistance.

Beyond Word Processing

Throughout the second year, Site Trainers continued to provide three to six days of in-service training every month. During the first year, most training focused on word processing — the most familiar and accessible use of computers in every subject. By the second year, training in data bases and spreadsheets was added. Training was provided to individual teachers and to small group of teachers with common goals or interests.

In addition to workshops on specific topics, Site Trainers worked with teachers in their classrooms, conducting demonstrations and providing feedback based on observing lessons with computers. Trainers helped teachers create lessons tied to the experiences of their students. Teachers received assistance in developing sound classroom management systems for computer use.

During the past year, training has emphasized uses of spreadsheets and data bases in different subject areas. For example, at Dunbar Middle School in Mobile, science students created their own data base of animals. Using categories supplied by the teachers, students entered the characteristics of various animals and their habitats based on reading their textbooks and other materials. Students and teachers then asked questions of the data base that required sophisticated sorting and searching to answer. Teachers emphasized questions that asked students to draw inferences rather than recite facts.

Extracurricular Activities

One early sign of the success of Project MiCRO can be seen in the number of students who voluntarily participate in computer activities outside of the classroom. Students meet in Computer Clubs, pursue special projects, and create their own programs after school. (Students are free to play games one day a week.) The limiting factor is the dependency on bus transportation in two of the three sites which prevents students from coming as early and staying as late as they would otherwise.

At Dunbar in Mobile, the Computer Club sponsored a programming contest and began a small project to interview and write biographies of distinguished black community members using word processing. The Project was so interesting to the students and the community that it expanded far beyond the original plan.

Dunbar students now have a data base on twenty noted community members which provides a rich source of information for other students and their teachers. Students can acquire skills in data base use by asking interesting questions about people they know and admire (how many local notables completed high school in Mobile?).

The data base was so successful that students also created a brochure and an album with pictures and stories. They then held a reception for the distinguished community members. The project will be entered in the state social science fair.

Because Walden in Atlanta is a neighborhood school, it has by far the largest after-school computer program. Until five o'clock everyday, students stay at school doing their homework on computers, participating in various club activities, and, one day a week, playing games.

Walden students participated in a nine week stock market simulation program sponsored by Georgia State University. Students learned how the stock market works — how to read the tables and how to buy and sell stock. Teams of students competed to have the largest profit at the end of the nine-week period. Students were so enthusiastic their parents asked that the program be repeated.

Walden also has a writing club that produces a literary magazine. Students in the

critical thinking course (see below) are working on an oral history of the neighborhood, using computers to record and organize the information. Another group of Walden students is creating a simulated space station using computer graphics.

Without access to computers and the skills to use them effectively, these students would not have this range of exciting opportunities.

Encouraging Sex Equity

Interest in computers, like math and science, reflects society's sex bias. Project MiCRO has taken steps to ensure that girls and boys have equal access to computers, both in and out of the classroom.

Teachers can assure equal access in the classroom but usually have less control over extracurricular activities. Hence, sex differences in computer usage are most common outside of class time — before and after school. Project MiCRO has demonstrated that specific procedures and monitoring can readily overcome this problem.

For example, SCEE staff has suggested that teachers assign a specific number of slots for girls in the various computer clubs. All SCEE and school staff are aware of the potential problem and take steps to encourage girls to enter programming contests, join computer clubs, and generally take advantage of opportunities to work with computers.

As a result, computer activities in Project MiCRO do not reflect the typical pattern of sex differentiation.

Parents as Active Participants

Active involvement of parents is a goal of every Southern Coalition project. Project MiCRO has developed a unique approach to parent involvement that provides parents with the skills and opportunities needed to play a significant role in their children's education and even in their own career choices.

At all three sites Project MiCRO has offered two types of training to parents. The first trains parents to work with their children on particular kinds of software. In addition to teaching parents about specific software, trainers help parents create the conditions for learning at home, including specific ways to help their children learn.

Often training is given in response to requests from parents; for example, how to use a particular math program with their children. Some parents have gone so far as to buy computers for their children, often at great personal sacrifice.

Parents who want to develop their own computer skills also receive training from Project staff. They have been trained in keyboarding skills, word processing, spreadsheets, and budgeting. A number have specific requests — especially those already familiar with computers. For example, in rural North Carolina, some Pantego parents use computers in their small farming or trucking businesses. They have requested assistance in creating graphs, using spreadsheets, and learning a variety of small business applications.

A full-time SCEE Parent Coordinator at each site provides training. Carrying computers with them, the Coordinators visit parents at home or at school.

The Parent Coordinators also offer parents a variety of ways to become involved in school activities. Parental enthusiasm and support for Project MiCRO is evidenced by their response to these opportunities. At each site, parents have assumed responsibility for a range of support tasks. For example, parent volunteers transcribe and copy data files for class lessons, substitute in the classroom to free teachers for training workshops, and help teachers in the computer laboratory.

Working with the Parent Coordinator, volunteer parents have also organized a variety of informal computer activities for students during lunch periods and after school. These include a computer chess club, the stock market simulation described above, programming contests, graphics projects, and games.

Coordinators also serve as a link among parents, schools, and community agencies. They provide information to parents about opportunities to take computer courses and enroll in job training programs.

Parents value this close connection with their children's education as well as the opportunities for them to learn about computers. Parents express strong support for Project MiCRO, both verbally and in their actions. They view the Project as a benefit to their children and to themselves.

Critical Thinking for All/ Not Just the Gifted

In today's world, knowing how to organize and analyze information and to define and solve problems have become essential basic skills. Business and industry leaders now emphasize the need for a workforce with these critical thinking skills, yet schools continue to provide them only to the best and the brightest. Project MiCRO demonstrates that **all** students are capable of acquiring these higher-order thinking skills.

The individualized, interactive nature of microcomputers makes them well-suited to teaching thinking skills. Software offers opportunities to realistically simulate problem

solving situations in which students are actively engaged in reflection, judgment, and decision-making.

The second phase of Project MiCRO, begun last spring, will demonstrate that all students, regardless of their ability level, can increase their analytical thinking skills. To ensure a range of student abilities, a random sample of roughly half of all seventh and eighth grade students was selected at each school to participate in a critical thinking skills course.

In February, 1986, teachers for the critical thinking courses, principals, and Parent Coordinators all participated in an intensive three-day workshop. The first two days were devoted to the theory, content, and pedagogy involved in teaching analytical thinking. The third day focused on software, including Visible Pascal, logic games, simulations, and tool software. Participants gave the training high marks.

In September, 1986, the critical thinking skills teachers received additional training. This training focused on designing lessons to teach specific thinking skills such as drawing inferences or judging credibility and relevance. Trainers and teachers developed sample lessons which trainers demonstrated using appropriate software.

Training emphasized the need for teachers to use methods that encourage analytical thinking, including modeling, guided discovery, open-ended questioning, and support for expressing different points of view. Teachers were also taught skills to foster cooperation rather than competition through use of peer teaching and small groups in which students question each other and reflect on their own thinking processes.

Measuring analytical thinking is a difficult task. After reviewing a variety of standardized measures, Southern Coalition staff and the evaluation consultant chose the Ennis-Weir Essay Test of Critical Thinking. Staff also created a non-verbal instrument — a series of test problems using Sunburst's *Super Factory*.

These instruments were given to all seventh graders in the critical thinking courses in March and will be given again as a post-test at the end of eighth grade. Results on the pretest confirm the fact that these students have not acquired analytical thinking skills. The proof of Project MiCRO's success will be reflected in the post-test scores.

Gains in Computer Knowledge

Project MiCRO includes a comprehensive evaluation designed to assess the Project's effects. Appropriate evaluation instruments do not exist since the Project is attempting what has not been done before. Therefore, Southern Coalition staff have developed an instrument to assess computer literacy skills as well as questionnaires about computers for teachers, principals, students, and parents.

The first cohort of students to complete three semesters in Project MiCRO were pretested and post-tested on their knowledge of computers. The Computer Literacy Test was administered in the middle of seventh grade and at the end of eighth grade. At both Walden and Pantego, students who had completed three semesters showed meaningful gains on the test while the control school students actually decreased.

Increased Self-Esteem

Results from the questionnaires demonstrate that experience with computers affected students beyond their cognitive development. Responses showed that students became more aware of jobs in the computer industry, even though this is not a specific goal of the Project. More importantly, students saw such career aspirations as realistic and attainable for the first time.

Responses from teachers indicated that working with computers had positive effects on student behavior, attitudes, and motivation to learn. Teachers noted that their students demonstrated more confidence and were more likely to interact with their teachers since the Project began.

The student questionnaires revealed tremendous enthusiasm for computers. Students find computers help them learn: "When you mess up something you can erase it and start over."

Teachers also reported that the challenge of using computers in their instruction has been an enjoyable one, resulting in more satisfaction with their jobs.

Responses from students, teachers, and parents indicated that working with computers has had a strong positive effect on self-esteem and self-confidence. Since self-esteem is a major predictor of later success, these findings are especially encouraging.

Spreading the News

Project MiCRO, like all Southern Coalition projects, is designed to be an effective model that can be replicated by others. Demonstrating success in the three pilot sites is the first step. But the real test lies in our ability to disseminate the model to others in a way that guarantees faithful replication.

To ensure that this goal is achieved, documenting Project MiCRO plays an important role in the Project. Activities conducted by SCEE staff and school staff are carefully recorded. One SCEE staff member has responsibility for systematically interviewing, observing, and recording the process of implementing Project MiCRO in all three sites.

This degree of careful documentation serves two purposes. First, it provides the kind of detailed information that others will need to replicate the Project. The more specific and concrete the description, the more guidance it provides.

Second, the data provide important insight about the process of implementing the Project. Data are collected in enough detail to permit comparisons across sites in order to determine those factors that facilitate and hinder implementation.

As Project MiCRO continues to prove its effectiveness in the original three sites and is replicated throughout the South, it is the Southern Coalition's goal to reverse the gap in technology between white and black children.

School Effectiveness

New Orleans Effective Schools Project

What began as a unique venture in one middle school in New Orelans has now expanded to include four middle schools, four elementary schools, and an annual summer program serving hundreds of students. And this is just the beginning.

The Southern Coalition has not only demonstrated that schools can become effective for poor and minority students; it has shown school districts how to do it.

In 1982 the Southern Coalition created a model for putting the effective schools research into practice. Southern Coalition staff works closely with school staff to create an environment that promotes academic achievement. Such an environment is characterized by high expectations for students, a clear schoolwide discipline policy, and minimal interruptions of instructional time.

To create lasting instructional improvement, SCEE staff facilitates the involvement of teachers in planning and decision-making through the establishment of a school-based Site Council. In addition, SCEE staff coaches teachers in the classroom, emphasizing small group instruction in multiple modes and sound classroom management.

The primary instructional focus of the Effective Schools model is reading comprehension because it is central to all learning. An integral component of the Project is ongoing assessment of growth in reading comprehension.

Following the creation of a partnership among the Southern Coalition, school district leaders, the United Teachers of New Orleans, and the community, Martin Behrman Middle School was selected to be the first participant in the New Orleans Effective Schools Project. With a 99% minority student body, Behrman entered the Project with a history of very low test scores, widespread disruptive behaviors, and low staff morale.

In 1986, after three years of Project implementation at Behrman and three years of significant achievement gains, the New Orleans Public Schools have adopted the model. To

begin in the spring of 1987, the New Orleans Public Schools, with guidance from Southern Coalition staff, will replicate the Effective Schools Project in four high-risk middle schools.

The middle school level was chosen initially because so few reforms are directed toward these students. For many, the early adolescent years are their last chance to make it. Students failing at the end of eighth grade are more likely to drop out of school. The Southern Coalition has demonstrated that sustained efforts at the middle school level do show results. These efforts will be continued by the district at four middle schools.

SCEE staff learned a number of lessons in the process of implementing the Effective Schools Model for the first time. These lessons were incorporated into the model which was continually refined throughout its three years at Behrman.

One important lesson was the discovery that middle school is too late for some students. Although the Project was effective for the majority of students, it was not effective for the roughly 20 percent who managed to reach seventh or eighth grade without learning to read. To prevent these students from dropping out, they need effective reading instruction in the upper elementary grades.

As a result, the Southern Coalition chose to concentrate its resources on an expansion of the Effective Schools Project into elementary schools in New Orleans instead of the earlier plan to expand the middle school model to other Southern cities.

In the spring of 1986, SCEE staff began the process of selecting four high-risk elementary schools. In late fall, Project staff began working in the four elementary schools and will continue to do so for three years.

Beginning in the summer of 1984, SCEE introduced the Special Summer Program as a supplement to the school year Effective Schools Project. Designed to increase reading comprehension, the Special Summer Program was extraordinarily successful its first summer. Not only did reading comprehension scores show large gains, but the program proved to be an effective delivery model for staff development.

The Summer Program has now been implemented for three summers, and each has repeated the considerable success of the first summer. Plans for the summer of 1987 are now underway.

Behrman Middle School

The goal of the Effective Schools Project at Behrman Middle School was to increase academic achievement by increasing instructional effectiveness in ways that could be replicated by others. After three years of implementation, that goal has been reached.

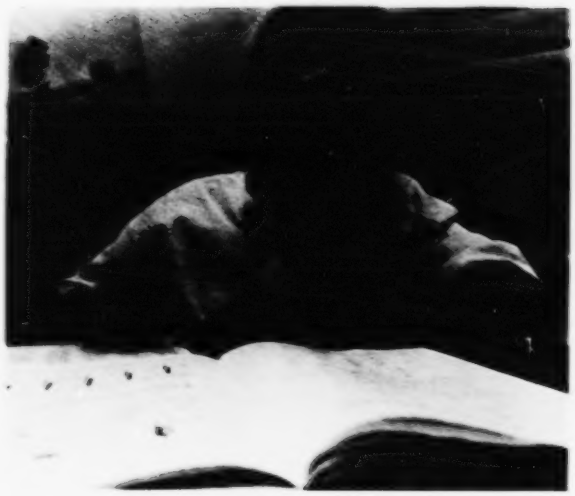
Renewed Climate for Learning

Major changes occurred in the atmosphere and appearance of Behrman as well as in the attitudes of staff and students towards the importance of reading comprehension.

When the Project began, a visitor to Behrman was confronted with students roaming the halls and no evidence of academic endeavors. Now the building is orderly and student work is displayed throughout the hallways.

Staff has developed and implemented several successful approaches to discipline problems. These include a program of in-school suspension and after school detention.

Conscious efforts have been made by all school staff to maximize the amount of instructional time. Recognizing that many non-academic school activities compete with instructional time, steps have been taken to reduce these conflicts. Similarly, the administration has reduced the number of announcements and other events that interrupt instructional time.



New Approaches to Reading

During the third year of implementation, SCEE staff worked closely with all the language arts teachers to improve classroom instruction. Teachers were frequently observed in a non-threatening, non-evaluative way by SCEE staff and each observation was followed by a discussion with the teacher.

Teachers were appreciative of the feedback and made considerable efforts to incorporate the feedback into their teaching. This was particularly evident in the shift from

total reliance on factual recall questions to more interpretive questions about reading assignments.

By the end of the third year teachers were sensitive to the need for students to have opportunities to read extended text. Each teacher had created a classroom library with assistance from SCEE staff. Faculty also implemented Sustained Silent Reading, a practice of setting aside 15 minutes a day during which everyone in the building, students and staff alike, read anything of their choosing.

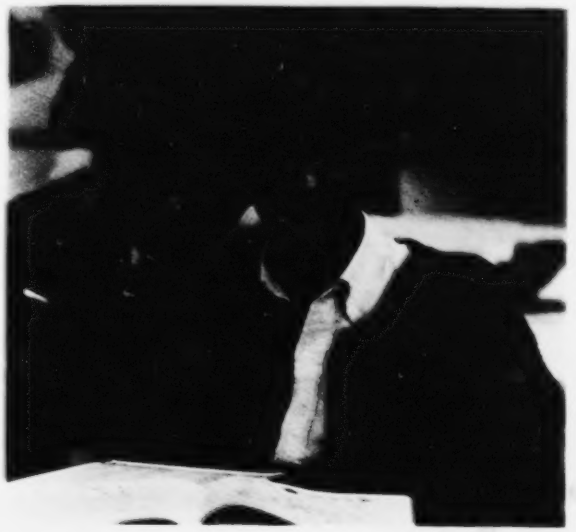
Teachers began to have conferences with individual students to better observe their reading progress. Several faculty members also incorporated elements of peer teaching in their classrooms, pairing weak and strong students for certain activities.

The Site Council Takes Charge

The Site Council was established during the first year of implementation. By the third year, the Site Council had changed from a group dependent on Coalition staff to an independent body taking on difficult instructional challenges.

As the Site Council gained confidence, the issues it debated shifted from student discipline to instructional strategies. For example, the Council developed a plan for improving teaching techniques for poor readers, including early identification of reading problems, less reliance on textbooks, and use of a "reading buddies" program which pairs each weak reader with a strong reader.

Site Council members also became more proficient at the process of planning. Initial plans were grandiose and broad. By the third year, Council members preferred to discuss a short list of specific recommendations at each meeting, selecting the most important topics from their all-encompassing schoolwide improvement plan. This had the benefit of reducing each meeting's agenda to a workable number of items on which progress could be easily tracked.



Measurable Gains in Achievement

The Effective Schools Project introduced the Degrees of Reading Power (DRP) test to Behrman faculty. Designed by The College Board to measure reading comprehension exclusively, the DRP was administered to all Behrman students fall and spring, beginning with the second year of implementation.

In addition to measuring comprehension, the DRP yields a "readability" score for each student indicating the level of text the student can read and comprehend. Teachers found this helpful in choosing materials at the appropriate level for their students.

From fall to spring students are expected to gain three to five points on the DRP. Behrman students met or exceeded this expectation in both 1984-85 and 1985-86, the two years in which the test was given. In the 1984-85 school year Behrman students gained six points and in 1985-86 they gained five points.

Gains were also reflected in both the Comprehensive Test of Basic Skills (CTBS), given annually to all students, and the Louisiana Basic Skills Test, given annually to seventh graders. For each of the three years of

Project participation, Behrman students had higher scores than the preceding year on both of these tests.

This continuing upward trend is strongly supported by all the data — seventh and eighth graders increased their CTBS scores each year of the Project over the preceding year, in both reading and math. Similarly, seventh graders increased their Louisiana Basic Skills Test scores each year, in both reading and math.

Parents Want to Be Involved

Students who reach seventh and eighth grade unable to read are at great risk. During the third year at Behrman, SCEE staff implemented an innovative approach for these students.

Over 100 students were identified as nonreaders at Behrman. A club of nonreaders was formed as one way of providing the students with encouragement and support.

Parents of all nonreaders were invited to Behrman to participate in activities that would help their children's reading skills. Over 50 parents showed up — an astounding response demonstrating that parents want to do right by their children. In spite of their own educational weaknesses, the parents were excited to be given concrete activities they could do with their children.

Coalition staff described to parents the problems nonreaders face in schools and effective ways to improve their reading skills. Each parent was asked to sign a contract to read aloud to their child at least 15 minutes a day three days a week — or finding a relative or friend to do so. Behrman teachers volunteered to read to those students whose parents were unavailable.

SCEE staff provided resources and assistance to parents and spoke frequently to parents, encouraging them to continue oral reading and to seek advice and materials from Project staff.

To Be Continued

Under ideal conditions, turning an ineffective school into an effective one is a time consuming and challenging task. But schools never present ideal conditions. In the real world of schools, unanticipated events occur which often derail the best of plans and intentions.

The Effective Schools Project at Behrman was no exception. The second year of the Project saw the departure of one principal and the arrival of a new principal who had not been a part of the initial application to participate in the Project. In the Project's third year, the addition of sixth grade to Behrman more than doubled the size of the school.

Yet the Project was not derailed, and in fact grew stronger through the process of adapting to these unexpected circumstances. This attests to the strength and robustness of the model which in turn maximizes the likelihood that replication efforts will be successful.

Equally encouraging were responses from Behrman teachers after three years in the Project. Teachers were extremely positive about the Project and expressed hope that SCEE staff would continue working in the school.

School effectiveness is not a goal to be attained; it is an ongoing process of continual assessment and renewal. The Behrman experience demonstrates that such a process can be implemented in schools — a process that can continue beyond the life of the Project that stimulated it.

The fact that the New Orleans Public Schools has now adopted the Effective Schools Model and will continue the Southern Coalition's work at the middle school level with its own budget and staff further attests to the success of the Effective Schools Project.

The School System Takes Over

The goal of all Southern Coalition Projects is to demonstrate effective solutions that can be institutionalized and thus continue long after the Coalition's involvement. The Effective Schools Project exemplifies this approach.

After demonstrating the success of the Effective Schools Project at Behrman Middle School, the New Orleans Public Schools have assumed fiscal and managerial responsibility for expanding the Effective Schools Project into four high-risk middle and junior high schools.

The school district has funded two full-time positions to implement the Project. The Project Coordinator positions will be filled by highly talented and experienced teachers who are skilled in clinical supervision. Each Project Coordinator will spend roughly half-time in each of the four schools, establishing Site Councils and working in the classroom with teachers.

Southern Coalition staff will train the Project Coordinators in the Effective Schools model and specific procedures, including coaching in the classroom. The Coordinators will be physically located in the Southern Coalition's Effective Schools office and will be supervised by the Coalition's director of the Effective Schools project.

SCEE staff, along with School district personnel, is in the process of interviewing candidates for these positions. The Coalition has been granted considerable influence over the final choice. SCEE and school district staff will begin work on the selection process for the middle school participants in the spring of 1987 and will begin working in the schools before the end of the 1986-87 school year.

The cooperative partnership among the Southern Coalition, the New Orleans Public Schools, the United Teachers of New Orleans, and the community ensures that the Effective Schools Project will be faithfully implemented as it expands to additional high-risk schools.

During the 1987-88 school year, staff from other school systems throughout the South will be invited to observe the Effective Schools Project in action. This will be the first step in expanding the Southern Coalition's Effective Schools Model to other districts throughout the South.

Elementary School Expansion/Drop-out Prevention

Students who are unable to read when they reach middle or junior high school are not likely to complete high school. To prevent these students from dropping out, they need to read with comprehension before completing elementary school.

For this reason, the Southern Coalition chose to expand the Effective Schools Project to the elementary level with an emphasis on reading comprehension in grades four through six. Although the focus is on these grades, the Project maintains its schoolwide approach.

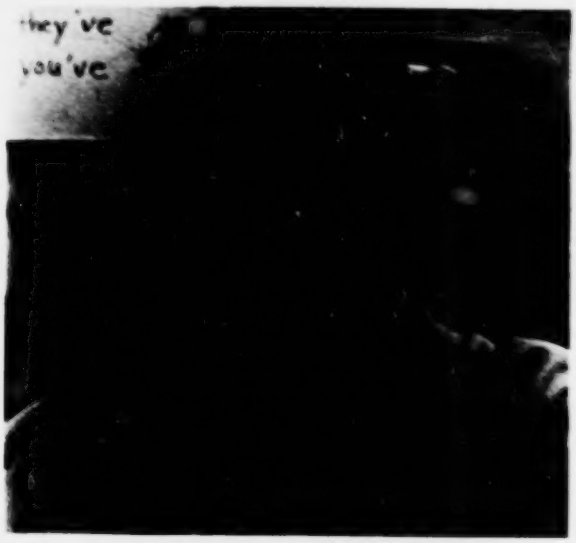
In the spring of 1986 Southern Coalition staff began a careful screening process based on self-selection which resulted in four elementary schools in the fall. Three additional schools were selected as control schools for purposes of Project evaluation.

The Elementary Effective Schools Project is now underway in all four schools. Three fulltime Southern Coalition staff members operate the Project as well as overseeing the middle school replication by the School District and planning the annual Special Summer Program for the summer of 1987.

Seeking Proof of School Commitment to Change

The Southern Coalition's Effective Schools Model requires sustained commitment from administrative and instructional staff. It cannot work if it is imposed on unreceptive principals and teachers. So the process for selecting schools was designed to allow careful, informed consideration on the part of school staff and Coalition staff.

The selection process began in early spring 1986 with an analysis of district data by SCEE staff. The initial pool of eligible schools consisted of those with average standardized test scores in reading below the 50th percentile nationally. In early April the 61 schools meeting this criterion were notified of their eligibility and invited to an orientation meeting. The 61 schools represent three-quarters of New Orleans' 81 elementary schools.



Representatives from 35 of the eligible schools attended the orientation meeting. The number of schools, their level of interest, and their dismay at the fact that only four schools would be selected all attested to the tremendous need for the project.

After the orientation session, in which the Effective Schools philosophy and approach were described in detail, Southern Coalition staff scheduled "parachute visits" to those schools wishing to continue in the selection process. Schools were aware that this visit would include interviews with the principal, a sample of teachers, parents, and students to assess the school's strengths and weaknesses, and commitment to improvement efforts.

Twenty-five of the 35 schools attending the orientation session requested a parachute visit. Teams of two SCEE staff and consultants conducted the visits during the remainder of the 1986 school year. Because of the large number, a few were delayed until the beginning of the fall 1986 school year.

Next, interested schools invited Southern Coalition staff to a faculty meeting so all teachers could hear exactly what the project would do and so SCEE staff could assess their support for and commitment to the Project.

Each school's final application had to contain the results of a secret ballot vote by the faculty on whether or not to participate. Of the 25 schools requesting a parachute visit, twelve invited SCEE staff to make presentations to their faculties. Of the twelve that had presentations and faculty votes, nine submitted formal applications to participate in the Project.

The final step in the selection process was an in-depth interview with each applicant principal. The interviews ran about an hour and were conducted by a committee composed of representatives from the New Orleans Public Schools, the United Teachers of New Orleans, the Southern Coalition, and local universities including Xavier and Tulane.

Southern Coalition staff based their final decision on the interview committee member's rankings, the school's need based on their percent below the 25th percentile, and principal and faculty support for and commitment to the project based on all the sources of information.

All four Project schools were selected by the end of October. Acceptance was confirmed by each principal who made a three-year commitment to work cooperatively with the Project in support of instructional improvement.

Strong Desire to Improve

Work with teachers began as soon as the schools were selected. In each school, Coalition staff met individually with every fourth, fifth, and sixth grade teacher and scheduled classroom observations.

During November and December all 23 teachers were observed for a 45-75 minute period during which reading was taught. Following each observation, the SCEE observer met with each teacher to discuss the lesson.

The first round of observations had two primary purposes. First, it provided SCEE staff with the whole picture — an important first step in deciding which teachers would require what kinds of assistance. Second, it was designed so that it would be seen as collegial and nonthreatening by the teachers.

SCEE staff began working with teachers on two fronts: classroom management and reading instruction. To improve classroom management skills, SCEE staff observed teachers and then, with the teacher, designed a management program for their classes.

The general approach was to create small groups of students who are treated as groups rather than individuals. Students develop rules for the class which are posted and groups earn or lose points based on group behavior. This approach transfers much of the management to the students themselves. Both students and teachers have responded enthusiastically to this approach.

At the same time, SCEE staff worked closely with teachers on reciprocal reading skills. This is an approach, proven successful with poor readers, in which teachers work with small groups of students, first modeling a set of four skills designed to strengthen reading comprehension: questioning, predicting, summarizing and clarifying. The students then take turns playing the role of the teacher, leading the group through these four skills in the context of a particular story.

In addition, two teachers from each school attended a seminar on using the Great Books program. These stories are excellent literature and provide an approach to leading

discussions that emphasizes students' evaluation and interpretation.

In general, teachers were receptive both to being observed and hearing feedback. This occurs only when observers are highly trained and sensitive. Thus one important component of the Coalition's work is ongoing training of SCEE staff. In the fall, SCEE staff attended a two-day training session run by an expert on clinical supervision. They observed video tapes of teachers and conducted mock feedbacks on which they received comments.

In addition to continued coaching in the classroom, plans for the immediate future include the establishment of Site Councils at each school. SCEE staff chose to work first with principals on the concept of shared governance (described below) and with teachers to establish trust before forming the councils.

A New Kind of Leadership

This year, with four Project schools, the four principals meet regularly to discuss issues and share ideas. The goal is to increase their educational leadership skills through a series of monthly seminars that rotate from school to school.

The concept is for principals to have their own support group since, unlike teachers, they do not have colleagues in their schools. The seminars are coordinated and facilitated by experts on leadership development from Tulane and Xavier Universities.

The seminars also provide a valuable opportunity for SCEE staff to discuss with principals the importance of shared governance and to emphasize instructional quality.

The first seminar was designed to introduce the principals to each other and to SCEE staff and to discuss in detail principals' expectations for the Project and SCEE staff expectations for the principals. The second seminar was designed to introduce the visiting principals to one of the four schools and to discuss the classroom intervention strategies used by the Southern Coalition.

We have learned from the Behrman experience the critical importance of the principal's support for the Site Council. Therefore, the concept of shared governance will be discussed fully with the principals prior to actually forming the Site Council. Project staff wants to ensure that the Site Council is not perceived as just another committee. The Site Council should serve a schoolwide coordinating function. One goal is to actually devote faculty meetings to discussions of Site Council business.

Enthusiasm from Parents

Building on the work with parents of nonreaders at Behrman, SCEE staff has begun the "Parents for Reading Power" program in each of the elementary schools.

All parents of students who scored below the 30th percentile on the Degrees of Reading Power were invited to a meeting to learn ways they can help improve their children's reading. After emphasizing the importance of reading comprehension, SCEE staff describes to parents the ways they can help their children.

Parents are then asked to sign a contract in which they commit themselves to read aloud to their child (or find someone who will) for 15 minutes at least three days a week, noting for each day whether they read to their child and if not, why not. Southern Coalition staff is available at a regularly scheduled time each week in each school to confer with parents and answer their questions.

The response from parents has been extremely positive both in terms of the numbers who turn out for the meetings and their enthusiasm. Almost 80 parents are now actively involved in the program. They frequently call or send notes to SCEE staff requesting advice on how to develop their children's study skills and homework habits, on discipline, on suggestions for good books, and other concerns related to learning.

Providing opportunities for parents to help their children proves that the desire and willingness are there. Parents are anxious to learn specific ways they can contribute to their children's education.

Measuring Improvement

The Elementary Effective Schools Project will be evaluated throughout its three-year duration. The evaluation is designed to provide feedback to Southern Coalition staff,

to document implementation activities in detail, and to assess the effects of the Project on students, teachers, administrators, and parents.

Ultimately, the evaluation will demonstrate the extent to which the Project has achieved its primary goal of increased student academic achievement, especially in reading comprehension. At the same time, the documentation activities, including observations and interviews by the SCEE Project evaluator, will provide the information needed for others to replicate the Project in New Orleans and elsewhere.

Student learning will be assessed primarily by the Degrees of Reading Power (DRP) described above. In late fall of 1986, the DRP was given to all fourth, fifth, and sixth grade students in the four elementary schools and in three similar schools selected as control schools. As expected, students' scores were well below the norms for their grade level.

SCEE staff met individually with the teachers, their classes, and the principals in the Project and control schools to discuss the results of the pretest and how to interpret the scores. Teachers found this especially useful and felt the DRP scores accurately reflected students' reading comprehension.

The DRP will be given again in the spring of 1987 and in both fall and spring of the two following school years. The three control schools will provide a sound basis for interpreting the changes in test scores over the Project's duration.

Three survey instruments were designed specifically for the Effective Schools Project, for teachers, principals, and students. The surveys inquire about the presence of factors associated with effective schools such as expectations for students, staff morale, instructional leadership, and availability of resources. The surveys also ask students about their attitudes toward school and reading and their aspirations for the future.

The surveys were given in the fall of 1986 and will be given twice more — in the spring of 1988 and the spring of 1989. They are given to staff and students in both the Project schools and the control schools. Changes in responses to the surveys from the beginning to the end of the Project will be a rich source of information for understanding effects of the Project on all participants.

Off to a Great Start

Expansion of the Effective Schools Project to the elementary level promises to be an overwhelmingly successful choice. The four schools already show signs of change; and where change hasn't yet occurred, the willingness to improve is there.

The combination of intensive work with principals, teachers, and parents focuses attention on the need for instructional improvement in ways that reinforce each other. With additional reinforcement from the Special Summer Program, and strong support from the New Orleans Public Schools, the United Teachers of New Orleans, and the community, the Effective Schools Project will again demonstrate that poor, minority students can and will succeed in school.

Special Summer Program

Students already behind in reading comprehension are likely to lose ground over the summer. To attack this problem, the Southern Coalition designed the Special Summer Program. Its primary goal is to increase students' skills in reading comprehension as well as their enjoyment of reading.

The Southern Coalition ran the Special Summer Program in 1986, and for the third summer in a row the Program was a striking success, both in raising the reading comprehension of students and the teaching skills of the faculty.

Without the scheduling constraints of the school year, the Special Summer Program is able to provide long blocks of uninterrupted instructional time as well as resources and support for teachers.

The basic structure of the five-week Summer Program is a three-hour reading class each morning followed by a choice of two one-hour electives in the afternoon. Students choose among art, dance, drama, music, computers, creative writing, and swimming. Students also receive free breakfast and lunch and attend a morning meeting each day with all staff and students.

The electives are taught by students from the New Orleans Center for Creative Arts (NOCCA) who also work as aides in the reading classes. In addition to their artistic and teaching abilities, the NOCCA students are excellent role models for the younger students.

The daily morning meeting of all program participants provides an opportunity for students to perform before a large group. Each morning one or two students describe interesting books they have read or read something they have written. Invited guests, usually well-known figures in the New Orleans community, offer testimonials on the importance of knowing how to read well.

The meeting also helps establish a sense of camaraderie and shared goals among staff and students, leading to higher expectations and an atmosphere conducive to academic achievement.

The Good Word Has Spread

In 1984 and 1985, the Summer Program was successful in raising reading comprehension scores and providing a stimulating environment for students and teachers. By 1986 its reputation had spread. Applications from prospective staff and from students were much higher than before.

In addition, representatives from a low achieving Hispanic school district in Colorado who visited the Summer Program chose to implement it next summer. They have asked the SCEE Summer Program director to observe their program and give them feedback and advice.

The 1986 Summer Program had 160 students, seven reading teachers, and seven counselor teachers, who help in the classroom in the morning and teach the electives in the afternoon. Over 300 students applied for the Program.

Teachers report that they use the techniques and ideas learned in the Summer Program in their school year classrooms. Teachers are anxious to participate again and again because they find the Summer Program a rewarding and enriching experience.

The 1986 Summer Program saw far more parents visit than before. Many more parents had heard about the Program and were anxious to see it in operation. Parents who visited were impressed with the classes and the progress of their children.

Teachers from the New Orleans Public Schools also visited the Summer Program and report that they picked up new ideas from just one visit.

Exemplary Staff Development

The structure of the Summer Program provides an ideal setting for staff development. The combination of small classes and three-hour reading periods allows SCEE staff to spend considerable time in the classroom working with teachers on implementing new ideas.

The Summer Program begins with four days of training for the teaching staff, all of whom are local public school teachers. The training emphasizes the importance of reading for comprehension. Teachers are given skills to stimulate students to analyze, interpret, and evaluate what they have read.

Teachers are trained to ask interpretive and reflective questions instead of factual recall questions. They are also exposed to a wide variety of materials that are both high quality and interesting to students of this age and background.

One day of training is devoted to the Southern Coalition's philosophy and approach to discipline. Teachers are trained to encourage self-control in students and demonstrate respect for them — an unusual and uncomfortable approach for many schools.

Once the Program begins, Coalition staff spends considerable time in the seven reading classes observing and coaching teachers. Teachers meet each week to discuss their experiences. This provides an opportunity to exchange ideas, learn from each other, and

generally establish the kind of collegial atmosphere that characterizes effective schools.

Reading Gains and More

The Degrees of Reading Power (DRP), described above, was also used in the Special Summer Program. Students were tested at the beginning of the first week of the program and the end of the fifth week. Although this is a very short time interval, **all three years of the Summer Program showed substantial gains.**

On the DRP the expected gain for a school year is approximately three to five points. **In five weeks students made gains equal to or greater than the expected gain for an entire school year.** From 1984 to 1986, the three summer programs resulted in reading comprehension gains of 7, 4, and 5 points, respectively, for the five-week period.

To achieve in only five weeks what typically takes an entire school year is an extraordinary testament to the power of the right learning environment. Poor and minority children can indeed learn; in fact, they can learn a lot in a very short period of time when favorable conditions are present.

The test scores reflect reading comprehension. Teachers also evaluated students informally in areas not measured by the test. The staff concurred in judging that students showed significant progress in reading aloud as well as in oral and written expression.

Student attendance rates provide additional evidence of the effectiveness of the Summer Program. Almost two-thirds of the students had perfect or near perfect attendance. Moreover, teachers reported very few behavioral problems — even from students known to be discipline problems during the school year.

Once Again in 1987

A fourth Special Summer Program is planned for the 1987 summer in conjunction with the Elementary Effective Schools Project. The Program will draw 50 students from each of the four elementary schools. This represents an additional increase in size. However, the size of the Summer Program has increased each summer without jeopardizing its effectiveness.

Because the Summer Program is an effective model for increasing reading achievement and staff development, we anticipate disseminating the model in New Orleans and throughout the South. As its reputation spreads, school districts will adopt this cost effective approach to learning for both staff and students.

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Jean Walker
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Jackson, Mississippi

Professional Staff

Louis E. Barrilleaux, consultant, is the Thomas Green Professor of Education and Dean of University College at Tulane University. He has a B.S. in Science Education from Southwestern Louisiana, a Masters in Science Education from Northern Iowa and a Ph.D. in Curriculum and Educational Administration from the University of Iowa. Lou came to Tulane in 1965 and was Education Department Chairman from 1978-81 when he was named Dean of University College. While Chairman, he created the Tulane Middle Management Center that enhanced the effectiveness of many school principals in the New Orleans area. He has worked with educators in Brazil and is fluent in Portuguese.

Beth C. Canizaro is a consultant to the New Orleans Effective Schools Project. Both her master's and doctorate degrees were earned at the University of Massachusetts in the Division of Instructional Leadership. Her work as a member of the Emergency School Assistance Program (ESAP) Community Advisory Committee, a board member of Jacksonians for Public Education, and the Executive Director of the Governor's Committee for Children and Youth in Mississippi during the early 1970's demonstrated her commitment to strong public education. In 1977 she founded the Alternative Elementary School, an innovative interdisciplinary program within the Jackson Public Schools and served as its principal from 1978-1984. A booklet she co-authored, **Multicultural Handbook for Teachers**, is soon to be published by the Mississippi State Department of Education and the Jackson Public Schools.

Louis Castenel, consultant, is dean of the graduate school at his alma mater, Xavier University of New Orleans. He is a Ph.D. graduate from the University of Illinois; his field is educational psychology. In addition to his teaching and administrative responsibilities, he serves as a reviewer for several professional journals and works as a consultant to local public, private and parochial schools.

Jane L. David is a consultant to the New Orleans Effective Schools Project. She holds a doctorate in Education and Social Policy from Harvard University and master's in math education from the University of Oklahoma. In 1978 she established the Bay Area Research Group in Palo Alto, California, specializing in research on issues of educational equity. A former high school teacher, her expertise includes evaluation, policy analysis, program implementation, and school improvement. She consults to a wide variety of public and private clients and writes frequently on educational issues.

Carol E. Edwards directs Project MiCRO from the Atlanta office of the Southern Coalition. Formerly, the director of the Educational Administrators' Leadership Project for the Southern Coalition, she has devoted much of her career to working toward the empowerment of disenfrancised people. Some of her other professional experiences include the Fordham University Follow Through Program where she designed and managed the implementation of an innovative learning model in the New York and Atlanta schools, Work Center, and Atlanta Community School where she was a teacher and administrator, and IBM where she was a systems analyst. She attended Lake Forest College and Teachers College, Columbia University. She is active in community affairs and serves on the board of several professional organizations.

Carol Elie Gray is Associate Director for Curriculum and Instruction of the New Orleans Effective Schools Project. She has

been a teacher in the Orleans Parish Elementary Schools for 25 years with special responsibilities including grade chairman, Principal Advisory Committee member and supervisor of student teachers. Carol has a B.A. in Education from Dillard University and an M.A. from Xavier University in Curriculum and Instruction. She enjoys reading to the elderly blind.

Winifred Green is founder and president of the Southern Coalition for Educational Equity. Soon after graduating from college she began what would become a lifelong personal and professional commitment to educational equity. In 1963 she organized Mississippians for Public Education, a group which worked to keep public schools open and to create a climate for peaceful desegregation. Next she became the Field Director for the Georgia Council on Human Relations which led the following year to work on the School Desegregation Task Force of the American Friends Service Committee and the NAACP Legal Defense and Educational Fund. This work took her into scores of small Southern cities and gave her a base of experience with the problems and potential of educational equity. In 1968 she founded the Southeastern Public Education Program which she directed for twelve years. She serves on a number of boards including the Children's Defense Fund, the Chicano Education Project, New Stage Theatre, and PEER's National Center For Computer Equity Advisory Board. Honors include the Woman of Achievement Award from the Legal Defense and Educational Fund, Florina Lasker Award of the N.Y. Civil Liberties Union, and recipient of the **Golden Gazelle** award from the Project on Equal Education Rights of the NOW Legal Defense and Education Fund.

Sandra D. Hayes is employed as Parent Coordinator for Project MiCRO at Dunbar Middle School, Mobile, Alabama. She attended Dillard University in New Orleans and is currently attending S. D. Bishop State Junior College to enhance her knowledge in the field of computers. Her previous clerical and office management positions have been highlighted by several continuous education courses. She is actively involved in various community related projects.

Demece Harvey is the Administrative Assistant for Project MiCRO. She earned a B.A. degree in Psychology and Inner City Studies from Northeastern Illinois. Prior to her work with the Southern Coalition, she was a librarian assistant at The Coca-Cola Company. She is active in community affairs relating to women and neighborhood issues. She is currently treasurer of the Black Women's Coalition and woman's coordinator of the Neighborhood Planning Unit. She is pursuing an advance degree in Marketing Research.

William Kirkland House is a graduate of North Carolina State University. He taught English in public high schools for six years before starting his own computer consultant firm, **Computer Help!** in 1984. Since then he has taught seminars and advised business users from Atlanta to Washington. He has worked with Project MiCRO since 1985.

Jacqueline Jordan Irvine is currently serving as project evaluator for Project MiCRO. Dr. Irvine is a graduate of Howard University and Georgia State University. She is an associate professor of education at Emory University in Atlanta where she teaches courses in school administration and in instructional supervision. Her area of research expertise is educational equity, and she has published articles in such journals as *The Journal of Educational Psychology, Journal of Educational Research, Phi Delta Kappan* and *The Journal of Negro Education*. Presently Dr. Irvine is writing a book on factors which inhibit black student achievement.

Carol Luther joined MiCRO in September, 1985 as Parent Coordinator. Her experience includes management of human service programs in adult education and job training. She has also conducted research for private and governmental agencies. Carol received a B.A. degree from Lincoln University in Pennsylvania and completed a Master's degree in 1978 at the University of Pittsburgh Graduate School of Public and International Affairs. She is active in community affairs in Atlanta and has an ongoing involvement in and commitment to empowerment and social change organizations.

Audrey Donald McCall is one of two Orleans Parish teachers who will be Program Coordinators of the Middle/Junior High School Replication Project with the New Orleans Effective Schools Project. She is certified as a Reading Specialist and a Supervisor of Student Teachers with a B.A. from Tuskegee Institute, an M.A. from Michigan State University in Curriculum and Instruction and 30 additional graduate hours from the University of New Orleans. Audrey has taught in the Rudyard Township and Grand Rapids Public Schools in Michigan, and elementary schools in Orleans Parish. She has also been a staff developer in the New Orleans schools. She is actively involved in the International Reading Association at the national, state and local levels.

Barbara Campbell MacPhee is Project Director of the New Orleans Effective Schools Project. An educational consultant and writer, she received the B.A. degree from Ohio Wesleyan University and the M.A.T. degree from Harvard University. Her wide experience in educational equity includes the research and writing of an evaluation of the Emergency School Assistance Program for the Southern Education Foundation, the evaluation of a Ford Foundation Project designed to enrich the high school experience of selected black students designated as college bound, and the design and operation of a student teacher program that focused on effective teaching in desegregated schools. She is author of a report of Title I parents advocacy activities to the Carnegie Corporation and a report on Title VI discrimination in Louisiana Vocational Education. She plays French horn in the New Orleans Civic Orchestra.

Merry B. Martin is the Administrative Assistant/Bookkeeper for the Southern Coalition's main office in Jackson, Mississippi. She has over twenty years experience in bookkeeping and secretarial skills and has attended numerous seminars and workshops relevant to office management.

Charlotte L. Matthew is a recent addition to the New Orleans Effective Schools Project serving as a program coordinator of the Middle/Junior High School Replication Project. Her experience includes teaching grades four through nine as well as staff development. Charlotte earned a B.A. in Education and a M.Ed. in Curriculum and Instruction from the University of New Orleans with certification in Principalship, Supervision of Student Teaching, and Parish or City School Supervisor of Instruction. She is active in many organizations, including the Girl Scouts of America, the American Association of University Women, and the Louisiana Soccer Association.

Alice W. Maxfield, Administrative Assistant with the New Orleans Effective Schools Project, comes from a background in higher education administration. She has been a career counselor at Smith College and Assistant to the President at Hamilton College in upstate New York. In New Orleans she has been Director of the Women's Center

at Newcomb College and staff assistant with the Office of Special Events and the Select Committee on Intercollegiate Athletics at Tulane University. Alice has a B.A. from Antioch College and a Masters in Counseling and Consulting Psychology from the Harvard Graduate School of Education. Originally from Philadelphia, she has been in New Orleans for seven years.

Anthony Recasner is Associate Director for School Climate and Parental Affairs for the New Orleans Effective Schools Project. He earned a B.A. degree in Psychology from Loyola University of New Orleans, an M.A. degree in Psychology from Tulane University and a Ph.D. in School Psychology from Tulane University. In 1984 he received a fellowship from the American Psychological Association's Minority Fellowship Program to conduct research specifically geared toward minority concerns. His primary area of interest has been the investigation of the problems black children experience in learning to read.

Jane Reid-Petty, writer and consultant, holds a B.A. degree in English, Journalism and Creative Writing from the University of Alabama. She is the author of *Almost as Fairly*, an analysis of the effects of the first year of Title IX implementation in Southern schools; *The ABCs of Title I*, a handbook for parental involvement; a history of the Southeastern Public Education Program, and numerous position papers and brochures for advocacy groups. She works frequently as a publications consultant and writer for the Southern Coalition.

She is producing artistic director of New Stage Theatre, the first desegregated professional arts institution in the state of Mississippi, which she founded in 1965.

Barbara Hardison Ross is Parent Coordinator for Project MiCRO at Pantego Junior High School, Pantego, North Carolina. She has a B.S./B.A. in Business Administration and an M.A.E. in Educational Supervision from East Carolina Univeristy. Her twelve years teaching experience includes seven and a half years working with adults in the community college system of North Carolina. That experience plus a series of courses, workshops, seminar and training sessions related to the use of microcomputers have provided the background needed to implement the parent program at Pantego Junior High School.

Pat Schneider and **Jan Jones** are trainers for Project MiCRO at Walden Middle School in Atlanta, Georgia. They have a combined teaching experience of almost twenty years and have worked with students from kindergarden through high school. Besides their work with Walden teachers they are presently coordinating the integration of computers and problem-solving into the curricula of several other area schools and are involved with projects working with teachers of English as a second language. Pat and Jan are partners in **Teachable Tech, Inc.** an Atlanta-based technology and education consulting firm. Their work includes the development and writing of curriculum materials in conjunction with Turner Broadcasting, the National School Boards Association, and Encyclopedia Britannica Educational Cooperation. In addition, Teachable Tech is developing computer based training for Digimedics Software Corp. Pat and Jan are most excited about their proposed project with DeKalb County EOA. It includes the development of curriculum and the coordination of teacher training for the counties' Head Start program.

Carol Silverman, consultant, has been working for Project MiCRO as a Site Trainer at Dunbar Middle School since October, 1986. She graduated from the University of Texas with a B.A. in History. She received an M.A. in Educational Media from the Univeristy of South Alabama, and an Ed.S. in Educational Media with a concentration in computer education from the University of South Alabama. She worked as Media Specialist at Maryvale Elementary School in Mobile, Alabama from 1975-1983. Since 1983 she has been working as a consultant in educational computing working with various schools and organizations in the Mobile area.

Report written by Jane L. David

Southern Coalition for Educational Equity
Post Office Box 22904
Jackson, Mississippi 39205
(601) 355-7398

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Southern Coalition for Educational Equity
Main Office
Box 22904
Jackson, Mississippi 39205
(601) 355-7398

Project Offices

Paul Lawrence Dunbar
Middle School
500 St. Anthony Street
Mobile, Alabama 36603
(205) 433-3551

Suite 308
75 Marietta Street, N.W.
Atlanta, Georgia 30303
(404) 522-5566

Walden Middle School
320 Irwin Street, N.E.
Atlanta, Georgia 30312
(404) 522-7272

McDonough 16 School
1815 St. Claude Street
New Orleans, Louisiana 70116
(504) 949-2684

Pantego Junior High School
Highway 99
Beaufort County
Pantego, North Carolina 27860
(919) 943-2448